

Year 6 Music Progression Map

	<u>Autumn 1</u>	
Topic	Songs of World War 2	
Prior Learning	Year 1/2 – Traditional Stories Year 3 – Jazz Year 4 – Composing Notation Rainforests South Africa Year 5 – Reading a note and a score Notation Singing and Playing	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening	To use musical vocabulary to identify features of different eras of music. To improve accuracy in pitch and control for singing with expression and dynamics. To identify pitches within an octave when singing. To use knowledge of pitch to develop confidence when singing in parts. To be able to notate a melody using pitches up to an octave
Vocabulary	contrasting, front line, morale, tempo, troops, Vera Lynn, diaphragm, phrase, Do-Re-Mi-Fa-So-La-Ti, graphic score, pitch, counter-melody, harmony, melody, phrasing, pitch, Solfa	
Unit Aim	To develop students' musical understanding and performance skills by recognising the characteristics of different musical eras, improving singing technique and pitch accuracy, developing confidence in part singing, and learning to notate simple melodies within an octave.	
Future Learning	Year 7	
KS2 End Point	Appreciate music, notation and rhythm with tuned and untuned instruments. Compose, play and perform using basic staff and other musical notation.	

	<u>Autumn 2</u>	
Topic	Caribbean Music	
Prior Learning	Year 1/2 – Rainforests: African call and response song Year 3 – Singing (Vikings) Year 4 - Keyboard - Notation and The Major Scale Africa - Singing Year 5 – Stave and Clef	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening	To understand the main features of calypso music. To improvise a vocal part in the style of a calypso. To understand how and why percussion instruments can be used in calypso music. To recognise and perform quavers from staff notation. To improvise in a calypso style using a pentatonic scale.
Vocabulary	calypso, calypsonian, harmony, improvisation, kaiso, syncopated rhythms, trafficked, crotchet rest, minim rest, minim, ostinato, percussion, semibreve, quaver, pentatonic scale	
Unit Aim	To develop an understanding of calypso music by exploring its key musical features, performing and improvising using vocal, rhythmic, and melodic techniques, and reading and applying basic musical notation.	
Future Learning	Year 7	
KS2 End Point	Appreciate music, notation and rhythm with tuned and untuned instruments. Compose, play and perform using basic staff and other musical notation.	

	<u>Spring 1</u>	
Topic	Coast - Fingal's Cave	
Prior Learning	Year 1/2 – orchestral instruments Year 3 – compositions Year 4 – orchestra Year 5 – introduction to composers	
Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening Composing	To appraise the work of a classical composer (Felix Mendelssohn). To improvise as a group using dynamics and pitch. To improvise as a group using texture. To use knowledge of dynamics, texture and pitch to create a group composition. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.
Vocabulary	conductor, dynamics, improvise, pitch, texture, depict, graphic score, notate, notation, timbre, composition, practising, ensemble	
Unit Aim	To develop students' understanding of the music of Felix Mendelssohn while building their improvisation, composition, and ensemble performance skills through the use of dynamics, pitch, and texture.	
Future Learning	Year 7	
KS2 End Point	Appreciate music, notation and rhythm with tuned and untuned instruments. Compose, play and perform using basic staff and other musical notation.	

	<u>Spring 2</u>	
Topic	BBC Ten Pieces	
Prior Learning	Year 1/2 – Orchestral Instruments Year 3 – Composition Year 4 – Orchestra Year 5 – Introduction to Composers	

Knowledge	<u>Musical Skills</u>	<u>Essential Knowledge</u>
	Performing Appraising Listening Composing	To appraise the work of a female composer - Sally Beamish. To appraise the work of a female composer - Margaret Bonds. To appraise the work of a female composer - Lily Boulanger. To appraise the work of a female composer - Reena Esmail. To appraise the work of a female composer - Hildegard of Bingen. To appraise the work of a female composer - Cassie Kinochi To appraise the work of a female composer - Marianne von Martínez To appraise the work of a female composer - Laura Shigihara To appraise the work of a female composer - Errollyn Wallen To appraise the work of a female composer - Judith Weir
Vocabulary		
Unit Aim	To develop an understanding and appreciation of the contributions of female composers from different historical periods, cultures, and musical traditions by listening to, analysing, and evaluating their music.	
Future Learning	Year 7	
KS2 End Point	Appreciate music, notation and rhythm with tuned and untuned instruments. Compose, play and perform using basic staff and other musical notation.	

	<u>Summer 1/2</u>
Topic	Mr Joliffe
Prior Learning	Year 1/2 – Ocarina, ukulele Year 3 – ukulele Year 4 – Keyboards

	Year 5 – guitar	
Knowledge	<u>Musical Skills</u>	
	Performing Appraising Listening Composing	I can create a simple loop track using percussion and melody. I can rearrange notes with a scale to change the melody of a piece of music. I can create 4 or more bars of music. I can recognise and distinguish between different instruments used.
Vocabulary	Texture, dynamic, layer, pitch, tempo, percussion, melody, arpeggiate	
Unit Aim	To develop the skills to create, edit, and perform a simple piece of digital music by using rhythm, melody, and different instruments.	
Future Learning	Year 7	
KS2 End Point	Appreciate music, notation and rhythm with tuned and untuned instruments. Compose, play and perform using basic staff and other musical notation.	